



OHIO

TOLEDO

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Program Overview

During contract negotiations in 2001, the Toledo Public Schools (TPS) and the Toledo Federation of Teachers (TFT) collaborated on a plan to improve teacher quality and increase student achievement in the district. The district and teachers union developed an alternative compensation system known as the Toledo Review and Alternative Compensation System (TRACS). TRACS provides incentives to teachers for working collaboratively, assuming additional responsibilities, filling hard-to-staff placements, and serving as instructional leaders. The plan is a joint effort of TPS and TFT. A Professional Assignment and Compensation Committee (PAC) consisting of teachers and administrators oversees implementation of the program.

TRACS consists of three components:

- **Professional Development Modules.** TPS and TFT mutually agree on the content, format, and implementation of professional development modules that are required for teachers. The professional development modules must include content that specifically addresses the knowledge and skills that improve teacher practice. Participants receive a follow-up evaluation to assess the outcomes from the professional development. Teachers who are required to attend the professional development modules receive \$30 per hour for their participation.
- **School Performance.** Each teacher has an opportunity to earn a \$500 bonus for meeting three school performance goals that schools define in the school improvement plan. Each year, PAC develops a set of district improvement goals that schools can choose from and include in their school improvement plans. PAC establishes a rigorous but attainable growth target for each of the three goals selected by each school. To earn an award, schools must meet or exceed the growth targets for all three goals. Schools can decide whether to participate in this component of TRACS.
- **Teacher Incentives.** TRACS provides teachers three ways to earn additional compensation: obtaining National Board for Professional Teaching Standards (NBPTS) certification; assuming additional responsibilities; and teaching in a high-need school. The incentives are available to teachers who have at least five years of experience and demonstrate professional growth, strong classroom performance, positive peer evaluations, and writing proficiency through completion of a portfolio or NBPTS



certification. TRACS defined teacher incentives based on three levels of teachers. The first level, known as Career Status, provides teachers with annual stipends worth 5 percent of their salary for identifying an area of student accountability and implementing and assessing a strategy to address it. The second level, called Accomplished Status, provides stipends worth 10 percent of base salary for teachers who serve as peer evaluators and fulfill other duties, such as curriculum development, serving as a cooperating teacher, or mentoring. The third level, Distinguished Status, is for teachers who agree to teach in a high-need school or hard-to-staff placement. These teachers receive annual stipends worth 15 percent of their salary.

Program Information

- [TRACS—Alternative Compensation for Instructional Leadership](#)
- [Toledo Review and Alternative Compensation System](#)

Select Articles and Reports

- Koppich, J. (March 2008). [Policy Brief: Reshaping Teacher Policies to Improve Student Achievement.](#)
- Hannaway, J. & Rotherman, A. (February 2008). [Collective Bargaining in Education and Pay for Performance.](#)
- Chait, R. (November 5, 2007). [Current State Policies That Reform Teacher Pay.](#)
- American Federation of Teachers (2007). [Meeting the Challenge: Recruiting and Retaining Teachers in Hard-to-Staff Schools.](#)

Related CECR Resources

- [Teacher Incentive Fund Grantee Summary Tool](#)
- [Teacher Incentive Fund Grantee Profiles: Ohio Teacher Incentive Fund](#)
- [CECR Newsbreak, August 2007](#)